DOCUMENT RESUME

ED 437 385 SP 038 975

TITLE	Extended Opportunities for Student Learning.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	1999-00-00
NOTE	51p.
AVAILABLE FROM	North Carolina Department of Public Instruction, 301 North Wilmington Street, Raleigh, NC 27601-2825. Tel: 800-663-1250 (Toll Free); Fax: 919-715-1020.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*After School Programs; Elementary Secondary Education; *Enrichment Activities; Extended School Day; Inservice Teacher Education; Program Evaluation; Workshops

ABSTRACT

This skill packet presents training information on extended opportunities for student learning (before- and after-school programs, extended time, or extended school programs). The packet offers implementation suggestions, such as explaining what skills trainers need, how to prepare for delivering the packet, tips for working with adults, how to deliver the packet, and how to set up the training room. The next section describes the organization of packet materials. The materials in the skill packet are organized by activities and are described in a Packet Overview. These activities are arranged sequentially and described on individual direction sheets. Each activity direction sheet is formatted with the activity name at the top, a matrix giving the time necessary to carry out the task, the purpose of the activity, the setting, and materials and equipment needed. The direction sheet is divided into two columns. On the left are actions trainers should take to carry out the activity, along with necessary equipment and materials. On the right, the trainer is given a more complete explanation of how to do the activity. Following a packet overview and discussion of outcomes, five activities are detailed: setting the stage, completing the checklist, creating a vision, developing an action plan, and wrapping up and evaluation. A session evaluation form, bibliography, questions, program evaluation information, and suggested readings are included. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

SP

ED 437 385

Extended Opportunities for Student Learning

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

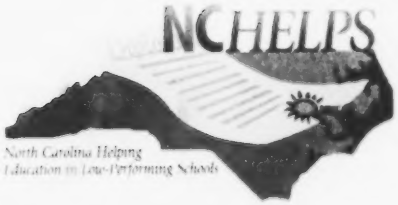
☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038975

BEST COPY AVAILABLE



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Edgar D. Murphy
Durham

Evelyn B. Monroe
Pinehurst

Ronald E. Deal
Hickory

Robert R. Douglas
Asheville

Zoe W. Locklear
Pembroke

Eddie Davis III
Durham

Dennis A. Wicker
Lieutenant Governor
Raleigh

Harlan E. Boyles
State Treasurer
Raleigh

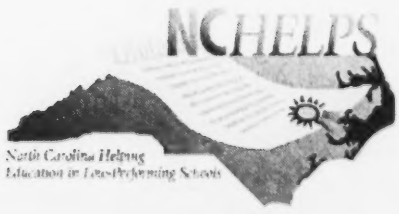
NC Department of Public Instruction

Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601-2825 • Website: www.dpi.state.nc.us

Extended Opportunities for Student Learning

Public Schools of North Carolina
State Board of Education
Department of Public Instruction



CONTENTS

Implementation Suggestions	3
Organization of Materials	7
Packet Overview	9
Outcomes	11
Introduction	13
Activity I - Setting the Stage	15
Activity 2 - Completing the Checklist	17
Activity 3 - Creating a Vision	23
Activity 4 - Developing an Action Plan	25
Activity 5 - Wrap Up and Evaluation	28
Evaluation	30
Bibliography	32
Questions	35
Program Evaluation	38
Suggested Readings	40

Implementation Suggestions

Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Extended Opportunities for Student Learning*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. It would also be helpful for trainers to be familiar with various extended opportunities for learning programs and the types of problems the programs are designed to address. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults learners are taken from the article by Fred H. Wood & Steven R. Thompson," Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, feedback.

Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the "hokey-pokey"; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants' involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

Organization of Materials

Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,
- the time needed to carry out all of the activities in each section,
- the purposes of each section, and
- the content of each section.

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

Packet Overview

Packet Overview: Extended Opportunities for Student Learning

SECTION	TIME	PURPOSE	CONTENT
1	15 minutes	To create an awareness of extended learning opportunities, assist the school improve student performance, share goals and objectives, and set the tone for training	Get-acquainted icebreaker Purpose for training Definition & examples of extended opportunities
2	15 minutes	To determine what extended opportunities for student learning exist in the school	Completion of checklist on existing and desired extended opportunities for learning Small group discussions and consensus about checklist information Report-outs to the whole group
3	30 minutes	To develop a vision of the type of extended opportunity for student learning is needed in the school	Development of small group visions Sharing of group visions Development of a common vision for extended learning opportunities needed in the school
4	30 minutes	To create an action plan for development of an extended learning program in the school	Establishment of concensus to select a maximum of three extended opportunities for student learning programs to implement at the school Development of small-group action plans based on the commom vision of the group Development of an evaluation process to continuously assess the effectiveness of an extended learning opportunity program Formulation of one complete plan for implementation
5	5 minutes	To provide closing information on next steps and tips for dealing with anticipated problems	Tips for getting the program off the ground and making steady progress

Outcomes

OUTCOMES

At the end of this skill packet, participants will be able

- To identify extended learning opportunities
- To assess extended learning opportunities in an existing school
- To develop a plan of action for improving extended learning opportunities
- To evaluate the impact of extended learning opportunities

Introduction

EXTENDED OPPORTUNITIES FOR STUDENT LEARNING

Extended opportunities for student learning programs are also referred to as before and after school programs, extended time, or extended school programs. They have formal and programmatic scheduled classes, and/or academic and social enhancement activities that extend beyond the regular established operating hours for instruction and learning.

Programs designed to provided extended opportunities for student learning are programs that expand students' opportunities for educational success through integrated instructional programs during non-school hours. Students who are at risk of school failure, perform significantly below their grade-level peers, or students who occasionally need additional assistance should benefit from extended services.

Examples of calendar alternatives include before and after school hours, evening classes, Saturdays, summer school, extended day, and extended year schools. Instructional programming includes classroom instruction, tutoring, study skills, enrichments, student mentoring and reinforcement activities.

North Carolina Department of Public Instruction, (1994). "How to Implement Extended Services in Your School".

Activity 1: Setting the Stage

ACTIVITY 1

TIME	PURPOSE	SETTING	MATERIALS
15 minutes	• To introduce trainers • To learn more about colleagues through an ice-breaker activity • To share the purpose for training	Individuals Pairing Whole group sharing	Agenda Training packets

Introduce trainers
Agendas
Packets

Have trainers introduce themselves by giving a very brief sketch of their backgrounds.

Note that this training is designed for 30 (thirty) participants within a 105 minute time frame. The time frame may be extended to allow for more reflection time.

Participants share

Carry-out an ice-breaker activity where participants will pair off and tell one piece of information about him or herself that he/she feels comfortable sharing with one other person and the entire group.

Monitor

Observe the group to determine when it has completed the sharing activity.

Report out

Have each participant take a few seconds to share the newly acquired information about a colleague with the whole group.

Discuss training goal and objectives

Discuss the purpose of Extended Opportunities for Student Learning and explain the goal, objectives, and anticipated outcomes of the training.

Activity 2: Completing the Checklist

ACTIVITY 2

TIME	PURPOSE	SETTING	MATERIALS
15 minutes	• To establish small working groups • To have each individual complete the checklist • To discuss the individual checklist with the group and come to consensus • To report to the whole group the individual group's checklist	Individuals Small table groups Whole group sharing	Handouts-- Checklist Transparencies Checklist Sugg. Extended opport. Handout--Ideas for Extended Learning Pens/pencils

Complete checklist
Handout-Checklist
Transparencies
Pens/Pencils

Have each individual complete a checklist on Activity 2 Handout based on his or her knowledge of existing extended opportunities for student learning programs.

Establish small groups

Divide the group into small groups of five to six persons to discuss informaton on the checklists.

Group discussions

Discuss the individual checklists of each participant in the group to determine completeness and what extended opportunities for student learning programs are most needed to best help students.

Give each group a copy of the Handout, Ideas for Extended Learning.

Monitor

Observe the group to determine when the task has been completed.

Report out

Have a representative from each group report before the entire group on the selected extended learning opportunity programs selected.

Refer to Skill Packet on Needs Assessment for additional information on assessing extended opportunities for student learning.

EXTENDED OPPORTUNITIES FOR LEARNING CHECKLIST

1. Put checks beside your school's opportunities for learning outside normal instructional time .
2. Under the related heading, list any other opportunities you offer.
3. Add other suggestions at the bottom.
4. Discuss your responses with your group.

Before school programs _____

After school programs _____

Lunch programs _____

Saturday or other weekend programs _____

Programs for mentoring of students _____

CHECKLIST SUGGESTIONS FOR EXTENDED OPPORTUNITIES

Technology-based programs _____

Community/service learning programs _____

Suggestions for additional extended opportunities for learning:

EXTENDED OPPORTUNITIES FOR LEARNING CHECKLIST

1. Individually identify your school's opportunities for learning outside normal instructional time . Put checks beside the ones you have.
2. Under the related heading, list any other opportunities you offer.
3. Add other suggestions at the bottom.
4. Discuss your responses with your group.

Before school programs _____

After school programs _____

Lunch programs _____

Saturday or other weekend programs _____

Programs for mentoring of students _____

Technology-based programs _____

Community/service learning programs _____

Suggestions for additional extended opportunities for learning

IDEAS FOR EXTENDED LEARNING

Book Clubs- Students choose to read a trade book with a staff member. It should be a fun activity with specific extensions that reinforce Language Arts. Students apply to be a part and are chosen to participate.

Focused Study Group- A measurement group does hands-on activities related to the topic. Strong tie-in is made to the specific objectives in the standard course of study

Happy Homework Hour- Students are assigned in small groups to meet with an adult who can monitor and proviide support for students working on homework.

Lunch Bunch-Students join a club in which they write and share a specific kind of writing. They critique, edit each other, and make a product to share with others.

Saturday or other weekend programs- Saturday Academies are examples. Students come to school for a few hours to work in small groups on specific learning objectives. Food, T-shirts, small rewards for achievement, festive air with emphasis on learning are often parts of the program.

Mentoring of students- Students are paired with staff members, not just teachers. The pairs meet regularly and have specific objectives. Emphasis is on forming a strong, supportive relationship with intense interest in improving academic performance.

Technology based programs- Computers are used to support learning beyond the school day. Students can check out laptops to use at home.

Community/Service learning programs- Community service and Service learning are two methods by which students can learn and develop through active participation in organized community or service-related experiences. These programs involve outside-of-the-class learning experiences in which students become engaged in experiences that require a spirit of giving one's self in the area of public service or that contribute to the improvement or maintenance of the community while learning.

Activity 3: Creating a Vision

ACTIVITY 3

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To create a vision of Extended Opportunities for Learning • To develop a common vision • To share vision with group • Identify common traits of successful opportunities for extended learning	Small groups Whole group	Chart paper Magic markers Tape

Introduce activity

Imagine past opportunities for extended learning that you have had. Which ones really worked? What made them successful? What would such an experience look like in our school?

Small groups create visions

chart paper
markers
tape

In small groups, using chart paper and markers, create a visual image of a successful extended opportunity for learning in this school. Be creative. Represent the essential qualities and components.

Groups share visual images

Each group should select a person to explain the group's visual.

Process results

Discuss the common traits for successful extended learning illustrated in the group products.

Note to trainer

Refer to Skill Packet on needs assessment for additional information on assessing extended opportunities for student learning.

Activity 4: Developing an Action Plan

ACTIVITY 4 - DEVELOPING AN ACTION PLAN

TIME	PURPOSE	SETTING	MATERIALS
30 minutes	• To develop an action plan to improve or implement extended student learning opportunities.	Individuals Small groups	Action Plan Form Pencils Overhead Projector Transparency Action Plan Marker

Introduce Action Plan Action Plan Form	Introduce the Action Plan and give a brief overview of the purpose and intent of an action plan for extended student learning opportunities.
Individual Action Plans Pencils	Ask participants to individually complete their action plans, identifying implementation or improvement strategies, resources needed, implementation dates and evaluation procedures.
Small Group Discussion	In small groups, instruct participants to discuss extended learning opportunities that may be implemented in their school.
Report Out	Have small groups select a reporter and recorder. Have them report findings to the larger group.
Large Group Action Plan Action Plan Transparency Marker	Use group concensus to select a maxmium of three (3) extended student learning opportunities to implement at the school. Use a transparency to record information solicited from the small groups in completing the action plan. Identify implementation or improvement strategies, resources needed, implementation dates and evaluation procedures for the three (3) extended student learning opportunities identified in the previous step.

ACTIVITY 4
HANDOUT/TRANSPARENCY

Extended Opportunities for Student Learning Action Plan

List the extended opportunities for student learning that you would like to implement or improve at your school. For each opportunity you identify, list the strategies you will use for implementation or improvement, resources needed, implementation dates and evaluation procedures.

List the extended learning opportunities you will improve or implement at you school.

27

What specific strategies will you use to bring about the extended learning opportunities?

What resources (human and material) are necessary to bring about these ideas?

By what date will these ideas be implemented?

How will you evaluate the effectiveness of the extended learning opportunity?

Activity 5: Wrap-Up and Evaluation

ACTIVITY 5 -
WRAP-UP AND EVALUATION

TIME	PURPOSE	SETTING	MATERIALS
5 minutes	• To summarize the activity on extended student learning opportunities and ask participants to evaluate training session.	Individuals	Evaluation form Pencils

Summarize and Review

Summarize the workshop on Extended Student Learning Opportunities. Refer to the outcome and objectives of this skill packet.

Outcome:
To create an awareness of extended learning opportunities and help schools improve student performance.

Objectives:

- To provide information on extended learning opportunities.
- To assess extended learning opportunities in an existing school.
- To develop a plan of action for improving extended learning opportunities.
- To evaluate the impact of extended learning opportunities.

Workshop Evaluation
Pencils

Distribute workshop evaluation forms to participants.

Ask participants to complete and return evaluation forms.

Evaluation

EVALUATION FORM

Title of Presentation: _____

Presenter(s): _____

Date: _____

Location: _____

Participants Position: _____

School: _____

Part I

1. What was the most useful part of this session?

2. What did you learn from this session?

3. How will this help you in your position?

Part II

Please indicate your opinion of this session by checking the appropriate column according to the scale below:

SA=Strongly Agree **A**=Agree **D**=Disagree **SD**=Strongly Disagree

Statement	SA	A	D	SD
1. The purpose/objectives of the session were clear.				
2. The presentation increased my knowledge of the content.				
3. The presentation was organized effectively.				
4. Activities were appropriate to my needs.				
5. The presenter(s) encouraged and allowed time for questions.				
6. As an overall evaluation of this session, I consider it worthwhile.				

Part III Additional Comments/Suggestions

Bibliography

BIBLIOGRAPHY

Anderson, Lorin W., and Walberg, Herbert J. (1993). "Timepiece: Extending and Enhancing Learning Time." National Association of Secondary School Principals.

Barrett, J. (1990). "The Case for More School Days." *The Atlantic Monthly*, 266,5, 78-106.

Canady, R. and Rettig, M. (1995). "The Power Of Innovative Scheduling." *Educational Leadership* (53) 4-10.

Donahoe, T. (1993). Finding the Way: Structure, Time and Culture in School Improvement." *Phi Delta Kappan* 298-305.

Giek, K.A. (Spring, 1992). "Monitoring Student Progress Through Efficient Record Keeping." *Teaching Exceptional Children*. 22-26.

Ivey, J. (1988). "No Excuses." *Learning* (16) 9, 88.

Jacoby, M. (1989). "School Improvement and After-School Programs: Suggestions to Deal with the 'Latchkey' Children Problem." *Journal of Educational Public Relations* (12) 14-19.

Jones, J. (1994). "Ahead of the Times in Murfreeboro -- How One District Overcame Skepticism about the Extended Day School Day." *The School Administrator*, 16-21.

Levine, D.U. and Lezotte, L.W. (1990). *Unusually Effective Schools, A Review and Analysis of Research and Practice*. Madison, WI: The National Center for Effective Schools Research and Development.

Lezotte, L.W. and Jacoby, B.C. (1990). *A Guide to the School Improvement Process Based on Effective School Research*. Okemos, MI: Effective Schools Products, Ltd.

National Education Commission on Time and Learning. (1994). *Prisoners of Time*. Washington, DC: US. Government Printing Office.

O'Neil, J. (1995). "Finding Time to Learn." *Educational Leadership* (53) 11-15.

Puhu, K. and Workman, G. (February, 1992). "Monitoring Student Progress Through a Conferenced Writing Program." *English Journal*. 49-50.

National Diffusion Network. (1996). *Educational Programs That Work.* Washington, DC: Sopris West.

North Carolina Department of Public Instruction 1994). How To Implement Extended Services in Your School. Raleigh, NC.

U.S. Department of Education (1993). *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*. Washington, DC.

Vandell, D.L. (1988). "The Relation Between Third Graders' After-School Care and Social, Academic, and Emotional Functioning." *Child-Development* (59) 4, 868-875.

Walley, C. (1995). "Looking at School Change." *Childhood Education* (71) 5, 258-260.

Watts, G. and Castle, S. (1993). "The Time Dilemma in School Restructuring." *Phi Delta Kappan* 306-309.

Wiggins, G. (November, 1993). "Assessment, Authenticity, Content, and Validity." *Phi Delta Kappan*. (75) 3, 200-214.

Questions

QUESTIONS

For questions about this skill packet on Extended Opportunities for Student Learning, contact

Public Schools of North Carolina
Department of Public Instruction
Division of School Improvement

Dr. Willette Campbell Wooten, Education Consultant, Team Leader	919-715-1839
Betty Brummett, Education Consultant	919-715-2216
Patricia Wilkins, Education Consultant	919-715-1742

Program Evaluation

Program Evaluation

INTRODUCTION

Evaluation must be a required, integral part of every program, including programs of extended opportunities for student learning. Evaluative data should provide information on whether or not a program is operating as it was designed, and achieving the goals for which it was established. There should be data on where the program intervened and on what progress is made over a particular period of time. Program evaluation should also reveal how well a program is functioning and the impact it has on student academic achievement.

Two types of evaluations are needed to document the successes and weaknesses of a program. Formative evaluation or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. Summative evaluation or outcome evaluation determines how well a program's objectives are being met and what effect the program is having on student achievement.

CONSIDERATIONS FOR PROGRAM EVALUATION

1. Identify program components and environmental factors that will be evaluated. The evaluation process should include reviewing the program proposal or plan, program goals and objectives, program components, program materials and activities, and then making a list of elements that will be evaluated. Those responsible for evaluation of a program should then set up a meeting of a select group of school-based staff persons who are directly involved in the program to ask for additions to the list and recommended approaches.

2. General data questions set limits for the evaluation process. Questions established for the purpose of evaluation should address the program's operation, environmental factors of the

questions can be revised as necessary to insure that all needed data are included in the process.

3. Select an evaluation design. The design should specify what data will be collected, how and when data will be collected, and from whom it will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by governing bodies.

4. The instrument(s) to be used for evaluation should be determined early in the process of developing or implementing a program. Questions may be clustered into subgroups of the instrument, and the instrument and data from each subgroup should be analyzed separately. Some questions can be answered by using existing information such as student and program records. It is recommended that the evaluation instruments be prepared in advance; at least two months ahead.

5. Collect, interpret, summarize, and report data that are collected during the evaluation process. The data should be analyzed and interpreted as soon as possible after collection. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all relevant data have been collected and analyzed, appropriate adjustments should be made in the program when necessary. The evaluation of a program is a proven method of validating its success and its value to the students, the community, and the total school system.

6. Program evaluation should be regularly scheduled, consistent and purposeful. They should provide valuable information about the success of program efforts and should reveal where the program is weak and needs change to bring about greater student success.

Suggested Readings

AMERICA GOES BACK TO SCHOOL

President Clinton's *Call to Action*

Partners' Activity Kit 1997

Co-chairs and Steering Committee members

Tell us what you're doing!

Examples of Using Extended Learning Before and After School to Improve Education

Keeping schools open longer--before and after school and during the summer--can turn schools into community learning centers, providing students, parents, and the community with access to valuable educational resources. Extended learning opportunities before and after school are a new priority of the Partnership for Family Involvement in Education. The following examples are models of extended learning programs that can start during *America Goes Back to School* and continue throughout the year.

New York: Virtual Y

In partnership with the New York City Board of Education and Chancellor Rudy Crew, the YMCA in New York is working to bring extended school services to 10,000 public school children by turning 200 of the city's public schools into *Virtual Y*'s from 3 p.m. to 6 p.m. after school each day. At each Virtual Y, 50 second-, third-, and fourth-graders will take part in the Y's traditional curriculum, the *spirit--mind--body triangle*, designed to build strong values, enhance education, improve academic performance, and promote healthy lifestyles--with reading as the "golden thread" woven throughout to meet President Clinton's challenge that all children be able to read well by the end of the third grade.

Seattle, Washington: Extended Day and Saturday Academy

Bailey Gatzert, a Title I schoolwide project, and five other elementary schools in the Seattle School district offer extended-day tutoring activities lasting from 3:15 p.m. to 5 p.m. after school four days a week. Approximately 30 adults--high school volunteers, teachers, and college students--help to provide students with one-on-one tutoring each day. In addition, on Saturday mornings, children and parents can join an enrichment program from 9 a.m. to 12 a.m. The Saturday activities range from reading and language arts to work in the school's computer lab and sign language classes, all for the whole family.

Ankeny, Iowa: Ankeny Community Schools Community Education Department

BEST COPY AVAILABLE

Serving 5,000 K-12 students, this program offers activities for the entire community of 25,000 at nine public schools and one community resource center. Activities include after-school enrichment, school-age child care, drug prevention for students and families, family advocacy (such as counseling and gang prevention), and recreation for children and adults. Partners include the PTA, Ankeny Substance Abuse Project, Ankeny Family Advocacy Project, and City Leisure Service.

➢Alabama: Community Education System

This statewide system supports the hiring of coordinators to implement extended learning programs in public schools. In 1994-95, the state sponsored 65 staff members as community education coordinators, each of whom oversees about five school-based programs. Activities include extended-day opportunities, tutoring, programs for children and youth at risk, and parent training and involvement.

➢Elk Grove Unified School District, California: Twilight Family Learning Center

Originally opened at a year-round elementary school in 1993, the Twilight Family Learning Center program now operates at four large elementary schools in the district. These school-based centers--all schoolwide Title I programs--are open year-round. Emphasizing literacy development, the centers offer K-12 homework and tutoring activities, preschool classes, and a variety of classes for adults, many of whom are recent immigrants. On a typical night, the four Twilight Learning Centers attract a total of 800 students, parents, and preschool children.

➢Murfreesboro, Tennessee: Extended Learning

In this elementary school program, nine schools--with a total enrollment of 5,400 K-8 students--are open five days per week, year round, from 6 a.m. to 7 p.m. Eighty percent of the students participate during the year in activities ranging from an optional full-day schedule of learning and enrichment to arts and recreation. Partners include local college students and others.

➢Flint, Michigan: Carmen Park Elementary School

This after-school and summer program is open to all students at the school, which serves 280 students in grades 4-6, many of whom come from high-poverty families. The program includes a computer lab (also open before school), tutoring, and summer workshops in science, math, reading, and social studies. Partners include parent volunteers and local businesses. Carmen Park students score near the 80th percentile on state assessments, which the principal attributes to student participation in year-round educational activities and to the program's provision for adult role models who value education.

➢Washington Heights, New York: I.S. 218

This before- and after-school and weekend program serves 600 children a day and 1,000 parents each week. Activities include

learning opportunities for students; classes for parents in literacy, citizenship, English as a Second Language, and other topics; and medical and mental health services. Partners include the Children's Aid Society, Boys and Girls Clubs of America, and parent volunteers. Attendance at the school is the highest in the city for comparable neighborhoods, and student math and reading scores are improving steadily.

➢**New York City, New York: Beacon Schools**

These before- and after-school and summer programs are located in 41 schools, with at least one in every district. Each site serves an average of 120-150 children per day. Activities include academic enrichment, arts, community service, peer mediation, and recreation for students as well as comprehensive social services for students and families. Partners vary from site to site, but include the Children's Welfare Administration, the Boy Scouts, and Narcotics Anonymous among others. The Beacon Program at Countee Cullen Community Center/P.S. 194 reports that student performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

➢**Chicago, Illinois: ASPIRA Clubs**

Chicago public schools and ASPIRA collaborate to offer a variety of extended learning opportunities to students, including an afternoon enrichment program for 100 Hispanic students in three middle schools, 17 clubs for 600 middle and high school students, tutoring on weekday afternoons and Saturday mornings, and a six-week summer program for 40 middle school students at risk of academic failure. Programs include science and math activities, tutoring, and leadership development. Partners include community and student volunteers and Northwestern University, which is developing a longitudinal evaluation of program participants.

➢**LA's BEST (Better Educated Students for Tomorrow)**

Operating in 24 low-achieving Los Angeles elementary schools, LA's BEST provides a comprehensive, supervised after-school program that includes academic tutoring, instruction, academic enrichment, recreation, nutrition, and personal skills and self-esteem development. An evaluation of the program by UCLA's Center for the Study of Evaluation indicates that participation has a positive effect on grades. Through interviews with children, researchers found that program participants felt significantly safer during after-school hours (even up to one year after they were no longer in the program), reported liking school better, and expected to complete more grades in school than those who did not participate. The Carnegie Corporation has praised the program, which is free to participants. Due to its popularity among students, the program must maintain a waiting list at 10 of the 24 sites.

➢**4-H After-School Activity Program**

Through the U.S. Department of Agriculture's Cooperative Extension Service, business, education, and government join together in local partnerships to run the 4-H After-School Activity Program, which provides opportunities for hands-on learning to

BEST COPY AVAILABLE

children ages 7-13 who live in public housing communities. Often operated in a school or public housing facility, the program offers students a safe haven after school, caring adult mentors, assistance with school work and extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child.

-###-

Examples of Community, Cultural and Religious Organizations Helping to Improve Education

How to Build Awareness of and Participation in Education

This page last updated on August 2, 1997 (smj)

The Benefits of Schools as Community Learning Centers

> ***"My friends, it's time to get serious. The dumbing down of American education must end. If children need extra help to measure up, they should get it. Let's provide tutors, and call in the families, or keep the schools open late and open in the summer, too, if we must. But whatever we do, let's end this tyranny of low expectations once and for all."***
>
> **--Richard W. Riley, U.S. Secretary of Education**

The need for increased opportunities for children to learn and develop in safe and drug-free environments outside of regular school hours is clear. Without affordable, high-quality after-school care available to parents who work, many children must care for themselves or be supervised by older siblings responsibilities that distract them from school work. Lacking constructive community activities to engage them after school, children are vulnerable to drug use and gang involvement outside of school hours. In communities without libraries, many children do not have access to books and other information resources or adults who can help with challenging homework; as a result, some of these students may not learn the skills they need to become productive citizens.

This guidebook focuses on keeping neighborhood school buildings open as Community Learning Centers to give our children opportunities to enhance their learning and be involved in enriching activities in convenient, caring environments. **Research shows the importance of keeping schools open as after-school and summer Community Learning Centers:**

- **Few opportunities exist for young people.** While there has been a growth in the availability of after-school care programs for children over the last 20 years, relatively few organized, extended learning opportunities exist. Extended learning programs in schools are even more scarce, especially for older children and youth. In 1995, there were 23.5 million school-age children with parents in the workforce. But as recently as 1993-94, only 974,348 children in public elementary and combined schools (just 3.4 percent of all public elementary and combined school students) were enrolled in 18,111 before- or after-school programs at public schools. Seventy percent of all public elementary and combined schools did not offer before- or after-school programs.

- **Parents want more access to extended learning opportunities but may face barriers in accessing them.** A 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school. And principals have long seen a need for extended learning programs; in a 1989 survey, 84 percent of school principals agreed that there is a need for before- and after-school programs. Studies have identified some barriers to participation (e.g., hours of the program, transportation, concern over program activities and quality), the most frequently mentioned barrier to anticipation being parents' inability to pay the tuition and fees charged by programs. Barriers to offering programs have been identified, also, including the unwillingness of unions (teacher, paraprofessional, and custodial) to extend the hours of their members and charging high rental rates for the use of the school facility.

- **Youth are at greatest risk of violence after the regular school day.** According to the Federal Bureau of Investigation, youth between the ages of 12 and 17 are most at risk of committing violent acts and being victims between 3 p.m and 6 p.m.–a

BEST COPY AVAILABLE

time when they are not in school at the end of the regular school day.

- **Organized activities help children resist unsafe behaviors and enhance learning.** After-school and summer programs can offer the support and supervision children need in order to learn and to resist the influences of unsafe or violent behaviors. While some of the research is contradictory, children under adult supervision in formal programs that exhibit quality indicators (lower student staff rations, age-appropriate activities, academic and enrichment activities) demonstrate higher academic achievement and better attitudes toward school than children left alone or under the care of siblings. Community public school facilities can offer the venue for such programs, for, otherwise, from the last bell of the school day to the first bell of the next day--16 hours each day--one of the community's largest capital investments sits vacant.

- **Children in quality programs do better in school.** Research indicates that program quality is very important. Students have more positive interactions with staff when student to staff ratios are low, staff are well-trained, and a wide variety of activities are offered. Students in quality programs may have better peer relations and better grades and conduct in school than their peers in other care arrangements.

- **Teachers and principals are recognizing the positive effects of good quality programs on their students.** The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop an interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs.

- **Youth need opportunities outside of the regular school day to be mentored by adults and introduced to new activities that they can master.** Research clearly shows that positive and sustained interactions with adults contribute to the overall development of young people and their achievement in school. Mentoring middle school students in math and science is one important activity that can increase the likelihood of future college going. After-school activities also allow children and youth to explore and master activities (art, dance, music, sports) that can contribute to their overall well-being and achievement.

Skill Packets Available Through NC HELPS

Classroom Management

Curriculum Alignment

Extended Opportunities for Student Learning

Leadership Development

Needs Assessment

Safe and Orderly Schools

School-Based Partnerships

Parental/Community Involvement: Strategies to Train Parents

Planning for School Improvement

Professional Development

Using Data for School Improvement

Working with Today's Families